News Notes
from the COMMISSION ON HIGHER EDUCATION
NATIONAL COUNCIL OF THE CHURCHES OF CHRIST IN THE U.S.A.
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addressed to those who are concerned with Christianity and Higher Education

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HOLBROOK LIBRARY PACIFIC SCHOOL OF RELIGION

ANNUAL CONFERENCE
Church-College Public Relations Officers
Denver-Hilton Hotel, Denver
Sunday, July 2, 1961

2:00 p.m. - Address - Christian Education for a World in Ferment
Speaker and Commentators
Other programs for Church-College Public Relations and Development will be held in the regular session of A. C. P. R. A.

Make your reservations now for early arrival at Denver.

COMMISSION ON HIGHER EDUCATION
ANNUAL MEETING

Conference Point Camp, Green Lake, Wisconsin, June 13-19, 1961.

Programs and Registration blanks have been sent out. Please register as soon as possible.

Lectures by Dr. Merrimon Cuninggim, Seminars and General Sessions will be held as well as business meetings.

STAFF CHANGES

With genuine regret we report the following departures from the staff of CHE.

William Crews - Left April 15th the leadership of the Interseminary Movement to take a pastorate (Protestant Episcopal) in Santa Fe, New Mexico.

Graydon E. McClellan - Leaves May 15th as Executive Director of the Department of the Ministry to take the position of General Presbyter for the Presbytery of New York, United Presbyterian Church in the USA.

Keith Irwin - Executive Director of the Faculty Christian Fellowship leaves in the summer to be Associate Professor of Philosophy at the new Florida Presbyterian College at St. Petersburg.

We make no bones about admitting how much we hate to see these men go. All three have done outstanding work and made a great contribution. It is at least flattering to CHE to lose its men to such responsible positions!

THIRD CONVOCATION OF CHRISTIAN COLLEGES

The Role of the Christian College in a Pluralistic Society is the general theme around which plans for the 3rd Quadrennial Convocation of Christian Colleges are being developed. Areas of particular concern include:

1. College-Church-State Relationships
2. Freedom and Responsibility
3. Christian Confrontation in the Campus Community

Chairman of the Steering Committee is President Landrum Boling of Earlham College. Other members include: President John Moseley, Austin College; President Miller Upton, Beloit College; Dean Hugh McEniry, Stetson University; Dr. Robert Mortvedt, Augustana and United Lutheran Churches; Dr. Elmer Million, American Baptist Convention; Dr. Earl McGrath, Teachers' College, Columbia.

Date - June 17 - 21, 1962.

Place - St. Olaf College, Northfield, Minnesota.

PROTESTANT COLLEGES AND WORLD AFFAIRS

On March 23 the Council of Protestant Colleges and Universities was one of twelve associations in higher education invited to participate in an invitational seminar on "The University and World Affairs" conducted by the American Council of Education. President Clemens M. Granskou and Executive Director James M. Godard represented the Council at this meeting. The major portion of the time was devoted to an analysis of the Morrill report on the role of higher education in education for world affairs. Dr. J. L. Morrill was a major leader of the seminar. On the basis of the work of the seminar and on the basis of previous study of the Morrill report, the Council of Protestant Colleges and Universities has mailed to its members a paper on "The Protestant College and Education in World Affairs." Presidents of institutions not members of the Council may obtain copies by writing to the office of the Council at 1818 R. Street, N.W., Washington 9, D. C.

CPCU JOINS ACE

The Council of Protestant Colleges and Universities was elected to Constituent Membership in the American Council of Education on January 25th. The Council of Protestant Colleges and Universities is entitled to six delegates to the American Council on Education, and the following have been appointed: President S. Walter Martin, Emory University; President Orville W. Wake, Lynchburg College; President Willa B. Player, Bennett College; President A. Blair Knapp, Denison University; President Clemens M. Granskou, St. Olaf College; and Executive Director, James M. Godard.

MINIMUM EXPECTATION

At a recent meeting of the Central Committee of the National Student Christian Federation, Harry O. Morton of the World Council of Churches gave a very stimulating address on the Ecumenical Mission of the Student Christian Movement. Morton feels that one of our fundamental concerns must be the scientific revolution since this is at the center of the other changes. This revolution is forcing us to ask what is man and what is his place; so far we are not seriously facing the question. To him the term ecumenical means international, it means to be concerned with the whole of life and it means interdenominational. To him the interdenominational meaning is interdependence. He illustrated our failure to demonstrate this by comparing the relationship of the denominations to marriage. People in most marriages don't fight, they settle for a minimum expectation of each other. This, he says, is what we are doing in the churches. We are not working for a full union or even full cooperation, but settling for a minimum expectation. To Morton the intelligentsia are the great new mission. The missionary task of our age is an intellectual task, where there is a deep concern among intellectuals and also a great religious vacuum.

It was our good fortune recently to share in a conference of the University Teachers' Group of the British S. C. M. held at Oxford on the theme, "The Expanding University - a Christian Appraisal."

REPORT FROM BRITAIN

Among the points made by Dr. W. R. Niblett as chairman summarizing the three-day discussion were the following:

- Pressures of social advance, community needs in an industrial culture, and national interest are forcing expansion in British universities.
- We may have some things to learn from United States education as they seem to have been grappling with the things we have to face.
- In all higher education the teacher's role is central. Education is personal and involves personal relations.
- It is obvious we need more communication between the higher university folk and the lower.
- We have ignored the other institutions of higher education.
- We have ignored Christianity as an intellectual challenge. (Christians were appraising but it was not a Christian appraisal.)

RISING TIDE OF STUDENTS

Basic fact behind these comments is the (for Britain) tremendous increase in student enrolment that has already taken place and the plans for continuing expansion.

1938 -- 49,000 students enrolled
1949 -- 70,000
1959 -- 100,000
1969 -- 170,000 (probable)

Sir Charles Morris, Vice-Chancellor of the University of Leeds and former member of the University Grants Committee, said that Britain should have 500,000 students (equivalent to 2,000,000 in the U.S.) but this would mean such a radical readjustment of the British educational pattern that it is hardly even contemplated.

With the provision of extensive scholarship funds the social character of student bodies is being radically altered -- students, even Oxbridge students come from all classes. The majority of students are now in universities other than Oxford, Cambridge and University of London, which is as radical a shift as the American shift from private to public institutions.

A shift from emphasis on the arts to that of the sciences is going on slowly against great resistance. The serious question asked by many is -- are the more able students now going into science?

Still another basic question is -- what will almost complete state support do to British higher education? The fear is not outright interference, this is unthinkable, but what about the subtle intangibles?

Says Sir Charles Morris -- the scientists dominate the universities (except Oxford). When they speak everyone listens, they are the conscience of the University.

Some expressed concern and impatience at the negative attitude toward expansion. There seems little feeling that higher education for more people is a good thing, there is little evidence of a sense that the pressures provide an opportunity. The general feeling seems to be -- we have to do it but we don't like it.

Three recurring concerns:

1. Is the emphasis on research going to replace the traditional British emphasis on good teaching as the first responsibility of the university? It was granted that creative study and search for new knowledge is a prerequisite of good teaching but there is deep concern that it will replace it.

2. The British have long believed that good teaching was a personal relationship in a true academic community. They have not been able to duplicate Oxford and Cambridge but they believe in the pattern. What will happen to this in the expanding universities? They were inclined to think that American higher education was quite impersonal but were pleasantly, if somewhat skeptically, surprised at the testimony of one outstanding professor who said that in ten weeks of teaching at MIT he got to know his students better than in three years in his own university.

WHO SHOULD BE EDUCATED?

3. When you provide scholarship aid so that money and status no longer select automatically and when you sharply limit the number of places for students available how do you select those who shall be given this opportunity?

If these brief comments whet your appetite for more information on the British higher education scene, we recommend a new book by H. C. Dent, Universities in Transition, Cohen and West, London, 1961. Professor Dent deals with the subject in terms of an outline of the history of the British universities, the present situation, and a section on the future. John Rosselli has an article in the April 27th Reporter, English Education: More Room at the Top.

MOBERLY

It was a real privilege to visit Sir Walter Moberly in his home and hear first-hand about the discussions and concerns that led to the writing of "The Crisis in the University." When asked if he felt that the universities had any clearer idea of their purposes and directions than when the book was written he answered rather wistfully that he rather doubted it.

DAWSON ON WESTERN EDUCATION

"In the past in America, as also in England, educational freedom was due in large measure to the dual origin of the system.... the churches possessed their own schools and colleges under their own control alongside the free secular schools and colleges. During the past fifty years the importance of the former has indeed diminished, so that with one exception the American educational system has been tending towards uniformity. But this exception is an important one, for the Catholics of the United States, who number more than forty millions, possess their own independent educational institutions embracing the whole educational curriculum from the elementary school to the university.... As a rule the Protestant schools and colleges have gradually conformed to the secular pattern of modern American education."

THE DISTURBING QUESTION

So says Christopher Dawson in his new book, The Crisis of Western Education (Sheed and Ward, 1961). As far as he is concerned only Catholic education stands between us and the complete secularization of education. If it were a lesser scholar than Professor Dawson writing one would more easily dismiss as the product of ignorance such a cavalier discounting of Protestant higher education. One hopes and believes there is more vitality in the Protestant Christian emphasis than this statement implies. Further one hopes and believes that American public education is not as completely secularized as the book suggests, it is permeated to a great degree by Protestant Christianity. However, we are faced with the disturbing question as to how long this will be true if we fail to develop a Protestant philosophy of education that enables us to define a Protestant college and give it both freedom and wholehearted church support; if we fail to adequately expand the Campus Ministries of the churches so that a vital witness in public institutions is maintained; and if we fail to develop within our churches an understanding of the significance of learning in the life of the Christian.

Tentative Travel Schedules of CHE Staff Members through the summer.

Hubert C. Noble

May 1 - 3, Campus Christian Life, Nashville, Tennessee
May 3, Council of Protestant Colleges and Universities, Washington, D. C.
May 11 - 13, Protestant Philosophy of Education, Princeton, New Jersey
May 19 - 22, General Assembly UPUSA, Buffalo, New York
May 27 - 30, Guilford College, Greensboro, North Carolina
June 8 - 10, General Board, NCC, Chicago, Illinois
June 11 - 19, CHE Annual Meeting, Lake Geneva, Wisconsin
August 20, Seattle, Washington
September 5 - 10, NSCF, Chicago, Illinois
September 15 - 16, San Francisco, California
September 17, Occidental College, Los Angeles, California

William N. Lovell

May 1 - 3, Campus Christian Life, Nashville, Tennessee
May 11 - 13, Protestant Philosophy of Education, Princeton, New Jersey
June 8 - 10, General Board, NCC, Chicago, Illinois
June 13 - 19, CHE Annual Meeting, Lake Geneva, Wisconsin
July 10 - 15, Joint Campus Ministry Conference, Marmouth, Illinois
September 3 - 10, NSCF, Chicago, Illinois

Herluf Jensen

June 5 - 13, NSCF Seminar on Work with International Students, Chicago Lutheran Seminary, Maywood, Illinois
June 13 - 19, CHE Annual Meeting, Lake Geneva, Wisconsin
June 23 - 25, Planning Committee for Life and Mission Conferences, Canada
September 3 - 10, NSCF Third General Assembly, Chicago, Illinois

Douglas Cook

June 13 - 19, CHE Annual Meeting, Lake Geneva, Wisconsin
June 18 - 24, National Conference of Methodist Student Movement, Southwestern College, Winfield, Kansas

C. Alton Robertson

April 3 - 5, Hunter College Conference on Worship - Retreat Center
April 7 - 10, C. W. M. Student Retreat and Board Meeting, Nyack
April 14 - 16, Weekend Conversation for Students Interested in Missions, Kalamazoo
April 30 - May 7, Ecumenical-International Team, Cornell University
June 5 - 13, International Students: Training Seminar, Illinois
June 13 - 19, CHE Annual Meeting, Lake Geneva, Wisconsin
June 19 - July 16, Vacation in Texas
September 3 - 10, NSCF General Assembly, Chicago, Illinois

James Godard

June 13 - 19, Lake Geneva, Wisconsin CHE
June 2 - 5, Annual Meeting, A.C.P.R.A., Denver, Colorado

DEGREE MILLS GUIDANCE FOR OUR FRIENDS IN OTHER COUNTRIES

A significant new step in the campaign against diploma mills has been taken by the U. S. Office of Education. A strong statement on the subject is included in the edition of the Education Directory - Part 3 - Higher Education, summarizing the dangers described by Robert H. Reid in American Degree Mills, published by the American Council on Education in 1959. (We recommend this booklet.) Here is the statement:

"In the United States no reputable institution of higher education confers degrees solely on the basis of correspondence study. The lax chartering laws in some States permit the existence of correspondence schools whose practices amount virtually to the sale of degrees. Such organizations are commonly referred to as degree mills. The Secretary of Health, Education, and Welfare has defined a degree mill as 'an organization that awards degrees without requiring courses of instruction that all reputable educational institutions require before conferring degrees.' Most of these degree mills operate solely by mail. In many cases staffs and plants do not even exist.

Degree mills are a serious threat to American educational standards in several ways. First, they damage, by misunderstanding in the public mind, the legitimate and reputable correspondence schools which are filling an important and necessary role by providing correspondence study in the areas of vocational and adult education. Correspondence courses are also offered by some colleges and universities. But legitimate correspondence schools do not award degrees, and colleges and universities do not award degrees on the basis of correspondence courses alone. Second, degree mills defraud those who honestly believe that they have received recognition from a legitimate institution of higher education. Third, they lower American prestige abroad by deceiving foreign students. They cause legitimate American educational degrees to be undervalued because of the confusion overseas between bona fide institutions of higher education in the United States and the degree mills.

In view of the inadequacy and utter worthlessness of degree mills and their disservice to American higher education, the U.S. Office of Education strongly urges the public to be on guard against organizations advertising degrees based solely on correspondence study. Caution should also be exercised in evaluating degrees and other credentials, to ascertain whether or not they have been obtained from degree mills.

BAPTIST HIGHER EDUCATION FILM

"Forward Through CHEC" is a new sound color film to be prepared this spring to dramatize how CHEC dollars are at work, according to a decision made February 20, by the executive committee of the Christian Higher Education Challenge. Produced by Frank Bear and Dr. Paul C. Carter of the American Baptist Board of Education and Publication, the film will be narrated by Dr. Ronald V. Wells, national co-director of CHEC. Two other American Baptist leaders, Dr. Richard Hoiland and Dr. Edwin H. Tuller, will also participate. The film will be premiered at Green Lake, July 1-5, by the American Baptist Education Association and available for distribution after September 1.

We enclose with this issue an order blank for INTERCOM a very useful listing of work opportunities in World Affairs.

Hubert C. Noble
General Director